

The Message from Helen Keller

生後1歳9か月の時熱病にかかり、視力・聴力・発話力を喪失するという3重のハンディを乗り越えて、大学を卒業して世界中の障がい者に希望を伝え歩いた Hellen Keller。時として、自分の置かれた境遇への不満に満ち、また時として今与えられているものへの感謝を忘れて粗末に扱いがちな私たち。そんな私たちに充てた Helen のメッセージは、時代を越えて訴えてくるものがあります。この課では、彼女の書いた「もし3日間だけ目が見えたら」と題するエッセーを味わいます。彼女が私たちに贈ったアドバイスとは何でしょう。

タスク 1. 「トップダウンで全体を概観しよう」

黒字部分がメッセージの中心です。その中で次の①～⑧の内容が述べられている箇所に番号を付けよう。(①は例として答えてあります。)

- ①目の見える人が、いかに物を見ていないかの例
- ②題名の 'Three Days to See' のもとになった箇所
- ③著者がすべての人に一度は経験してほしい体験とは何でしょう。
- ④目が見えることは、ただ「便利」なだけではないのです。
- ⑤みなさん、こういう心構えで、自分の目を使いなさい。
- ⑥もし私に目が見えたら、私が見たいものはこれです。

Three Days to See

I have often thought it would be a blessing if each human being were stricken blind and deaf for a few days at some time during his early adult life.

Darkness would make him more appreciative of sight; silence would teach him the joys of sound.

.....
Now and then, I have tested my seeing friends to discover what they see. Recently

- ① I was visited by a very good friend who had just returned from a long walk in the woods, and I asked her what she had observed. 'Nothing in particular,' she replied....

How was it possible, I asked myself, to walk for an hour through the woods and see nothing worthy of note? I who cannot see find hundreds of things to interest me

through mere touch. I feel the delicate symmetry of a leaf. I pass my hands lovingly about the smooth skin of a silver birch, or the rough, shaggy bark of a pine. In spring, I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature after her winter's sleep. I feel the delightful, velvety texture of a flower, and discover its remarkable convolutions; and something of the miracle of Nature is revealed to me. Occasionally, if I am very fortunate, I place my hand gently on a small tree and feel the happy quiver of a bird in full song. I am delighted to have the cool waters of a brook rush through my open fingers. To me a lush carpet of pine needles or spongy grass is more welcome than the most luxurious Persian rug. To me the pageant of seasons is a thrilling and unending drama, the action of which streams through my finger tips.



Picture-1
Helen at
her
commence-
ment

At times, my heart cries out with longing to see all these things. If I can get so much pleasure from mere touch, how much more beauty must be revealed by sight. Yet,

those who have eyes apparently see little. The panorama of color and action which fills the world is taken for granted. It is human, perhaps, to appreciate little that which we have and (it is human) to long for that which we have not, but **it is a great pity that in the world of light the gift of sight is used only as a mere convenience rather than as a means of adding fullness to life.**

If I were the president of a university, I should establish a compulsory course in 'How to Use Your Eyes.' The professor would try to show his pupils how they could add joy to their lives by really seeing what passes unnoticed before them. He would try to awake their dormant and sluggish faculties.

Perhaps I can best illustrate by imagining **what I should most like to see if I were given the use of my eyes, say, for just three days. And while I am imaging, suppose you, too, set your mind to work on the problem of how you would use your own eyes if you had only three more days to see. If with the oncoming darkness of the third night you knew that the sun would never rise for you again, how would you spend those three precious intervening days? What would you most want to let your gaze rest upon?**

I, naturally, should want most to see the things which have become dear to me through my years of darkness. You, too, would want to let your eyes rest

long on the things that have become dear to you so that you could take the memory of them with you into the night that loomed before you....

.....
I who am blind can give one hint to those who see---one admonition to those who would make full use of the gift of sight: **Use your eyes as if tomorrow you would be stricken blind.** And the same method can be applied to the other senses. Hear the music of voices, the song of a bird, the mighty strains of an orchestra, as if you

would be stricken deaf tomorrow. Touch each object you want to touch as if tomorrow your tactile sense would fail. Smell the perfume of flowers, taste with relish each morsel, as if tomorrow you could never smell and taste again. Make the most of every sense; glory in all the facets of pleasure and beauty which the world reveals to you through the several means of contact which Nature provides. But of all the sense, I am sure that sight must be the most delightful. (762 words)



Picture-2
a pleasant
path in the
woods

<Part 1>

I have often thought it would be a blessing if each human being were stricken blind and deaf for a few days at some time during his early adult life. Darkness would make him more appreciative of sight; silence would teach him the joys of sound.

Now and then, I have tested my seeing friends to discover what they see.

5 Recently I was visited by a very good friend who had just returned from a long walk in the woods, and I asked her what she had observed. ‘Nothing in particular,’ she replied....

How was it possible, I asked myself, to walk for an hour through the woods and see nothing worthy of note? I who cannot see find hundreds of things to interest me

10 through mere touch. I feel the delicate symmetry of a leaf. I pass my hands lovingly
 about the smooth skin of a silver birch, or the rough, shaggy bark of a pine. In spring,
 I touch the branches of trees hopefully in search of a bud, the first sign of awakening
 Nature after her winter's sleep. I feel the delightful, velvety texture of a flower, and
 discover its remarkable convolutions; and something of the miracle of Nature is
 15 revealed to me. Occasionally, if I am very fortunate, I place my hand gently on a
 small tree and feel the happy quiver of a bird in full song. I am delighted to have the
 cool waters of a brook rush through my open fingers. To me a lush carpet of pine
 needles or spongy grass is more welcome than the most luxurious Persian rug. To me
 the pageant of seasons is a thrilling and unending drama, the action of which streams
 20 through my finger tips.

Part-1 タスク2. 「ボトム・アップで正確に読もう: 語彙理解」

表の中の「説明」を読み、それに該当する語を本文中からさがして補おう。

行数	語 (本文中から語句を拾おう)	説明
1		God's gift
3		thankful
6	in _____	special
9	_____ of _____	worth noticing
10		the same on both sides
11		skin of a tree
12		it becomes a flower or a leaf when it is open.
13		the way that it feels when you touch it
14		very complicated shapes
16		a slight shaking movement
17		looking very green and healthy
18		a small carpet that covers part of a flower
19		a show, often performed out of doors

Part-1 タスク3. 「ボトム・アップで正確に読もう: 文の主語と動詞」

文の主語を□、それを受ける動詞を_____でマークすると、文がわかりやすくなります。

また、文を意味のかたまり（フレーズ）ごとに切り、頭から意味を取ると、文がわかりやすくなります。これを「語順訳」と呼びます。

主語・動詞のマークと語順訳の例：

- ・9行目 □ who cannot see / find / hundreds of things to interest me / through mere touch.
目の見えない私でさえ/みつける/何百もの興味深い事を /ただ単に触るだけで。
- ・17行目 To me / a lush carpet of pine needles / or spongy grass / is more welcome / 私にとって/松葉の青々とした絨毯や/柔らかい草地は / より好ましい /
than the most luxurious Persian rug.
最も豪華なペルシャ絨毯よりも。

(注) 語順訳では、whichは「それ」、whoは「その人」whereは「そこで・そこに」、whenは「その時」と仮に訳しておくといよい。

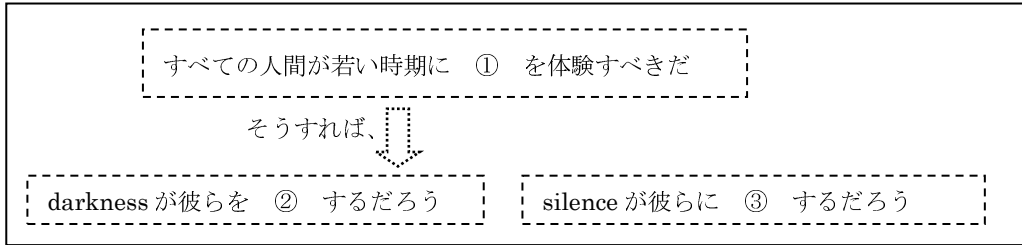
- ・それでは、次の文の主語・動詞をマークし、フレーズ切りして語順訳をしてみよう。

18行目 To me the pageant of seasons is a thrilling and unending drama, the action of which streams through my finger tips.

Part-1 タスク4. 話の核心をキャッチしよう

下の図は、Part-1の内容の論理構成図です。図の中の①～⑥と、実例1～7に本文中から適語(英語)を補って、図を完成しましょう。

◆ Helenの主張



◆ 主張の根拠



a long walk in the woods から帰ったばかりの seeing friend を test したら ④ reply だった。

◆ Helenの疑問

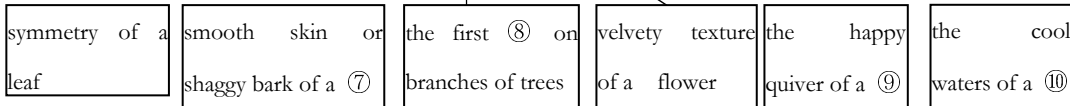
森の中を 1 時間も散歩したのに ⑤ しないなんて！

◆ Helen自身の対比例



I who cannot see でさえ、touch するだけで ⑥ ができる。

具体例



Part-1 タスク 5. 調べ学習をしよう

- (1) How did Helen, a blind-deaf person, communicate with other people? She mainly used two methods, firstly reading sign language with her hands and secondly writing American Braille. Look at the video 'Helen Keller Speaks Out' (http://www.youtube.com/watch?v=8ch_H8pt9M8) and locate the scene where Helen is reading other people's sign language.
- (2) Usually, people who are born deaf or have become deaf when they are babies cannot learn how to make speech sounds. This is because they do not have any sound models to imitate. However, even though Helen had become deaf as a baby, she learned to produce speech sounds that were intelligible to other people. How did she learn to do that? Look at the same video and report on the method she employed.

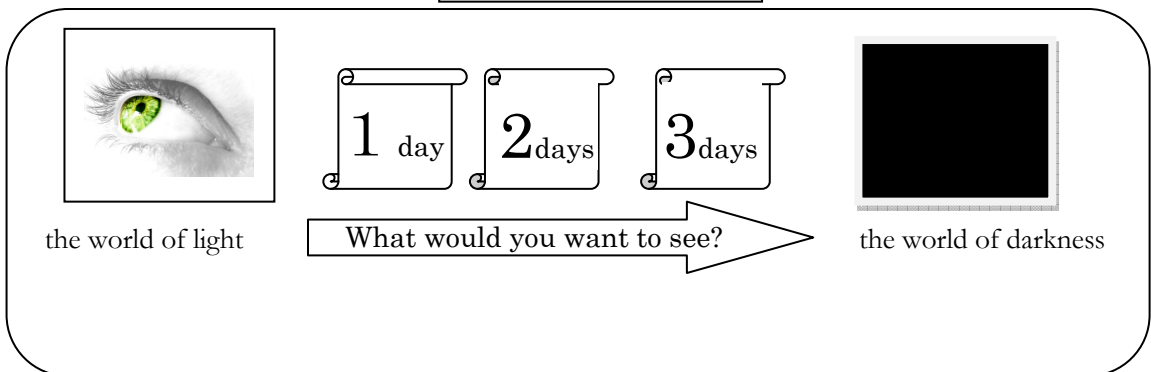
<Part 2>

At times, my heart cries out with longing to see all these things. If I can get so much pleasure from mere touch, how much more beauty must be revealed by sight. Yet, those who have eyes apparently see little. ⁽¹⁾ The panorama of color and action which fills the world is taken for granted. It is human, perhaps, to appreciate little that which we have
5 and (it is human) to long for that which we have not, but it is a great pity that in the world of light the gift of sight is used only as a mere convenience rather than as a means of adding fullness to life.

If I were the president of a university, I should establish a compulsory course in ⁽²⁾ 'How to Use Your Eyes.' The professor would try to show his pupils how they could
10 add joy to their lives by really seeing what passes unnoticed before them. He would try to awake their dormant and sluggish faculties.

Perhaps I can best illustrate by imagining ⁽³⁾ what I should most like to see if I were given the use of my eyes, say, for just three days. And while I am imaging, suppose you, too, set your mind to work on the problem of how you would use your own eyes if you
15 had only three more days to see. If with the oncoming darkness of the third night you knew that the sun would never rise for you again, how would you spend those three precious intervening days? What would you most want to let your gaze rest upon?

Picture-3 Three Days to See



Part-2 タスク 1. 「話の核心をキャッチしよう」

Q1: 下線部 (1) の内容を一文で代表している文はどれか、同じ段落内から選びなさい。

A: _____

Q2: 本文中で、下線部 (2) の ‘How to Use Your Eyes’ と題する大学の授業の内容を説明した箇所を で囲みなさい。

Q3: 3段落目で、ヘレン・ケラーは聴衆に向かって1つの問いを發しています。その問いとは何ですか？

A: _____

Part-2 タスク2. 「ボトム・アップで正確に読もう: 語彙理解」

次の表の中の「説明」を読み、それに該当する語を本文中からさがして補おう。

行数	語 (本文中から語句を補おう)	説明
1		a strong feeling of wanting something
3		a view of a large area of land or water
4		to understand why it is important
7		a natural ability to do something well
7		something that is very useful
8		something that you are required to do
11		not active at the present time but can be active later on
11		moving slower than normally
11		natural physical or mental abilities that most people have
12		explain something by using examples, stories, etc.
13		for example
17		happening between two events or times
17		the long and steady way of looking at something or someone

Part-2 タスク3. 「ボトム・アップで正確に読もう: 動詞とその目的語」

動詞は、長い目的語を取ることがあります。そんな時は、動詞に下線を引き、どこからどこまでがその目的語なのか、[]で囲んではっきりさせよう。

例：

- ・4行目 It is human,/ perhaps, / to appreciate little/ [that which we have]/

それは人間にありがちです/たぶん/ほとんど感謝しないこと/[自分が持っているものに対して]/

and (it is human)/ to long for/ [that which we have not].

そして/ 切望すること/[自分が持っていないものを]。

- ・12行目

Perhaps/ [I] can best illustrate/ by imagining/ [what I should most like to see/

たぶん/私は一番良く説明できる/想像することによって/[私が何を一番見たいと欲するかを/

if I were given/the use of my eyes,/ say,/ for just three days].

もし与えられたら/視力を /たとえば/ たった3日間だけ]。

- ・それでは、次の動詞の目的語をみつけて[]で囲みましょう。また文をフレーズ切りして語順訳してみよう。

9行目 The professor would try to show his pupils how they could add joy to their lives by really seeing what passes unnoticed before them.

Picture-4
Helen in her
middle age



Part-2 タスク 4. 「ボトム・アップで正確に読もう: 名詞の性別の扱い方」

英語では、昔は「人」を‘man’で表していましたが、「男性を表す‘man’で女性をも表すのは性差別だ」という理由で、1970年頃からこの語法に変化が起きました。たとえば下記の1～3の表現は、左の様式から右の様式へと変化しました。

Q: Helen Kellerのスピーチで、1970年頃以前の英語の特徴が見られる箇所を、Part 1～Part 2から3文探し出さない。更に、その箇所を現代の様式に書き改めなさい。

例	およそ1970年頃以前の英語	→	およそ1970年頃以後の英語
1	Everybody must do <u>his</u> duty.		Everybody must do <u>his/her</u> duty.
2	A <u>man</u> is judged by the company <u>he</u> keeps.		A <u>person</u> is judged by the company <u>he/she</u> keeps.
3	I asked the mail <u>man</u> if <u>he</u> had some letters for me.		I asked the mail <u>deliverer</u> if <u>he/she</u> had some letters for me.

(注) ‘he/she’ はまた、‘she/he’ あるいは ‘(s)he’ と書かれることもあります。そして読む時は “he or she” と読みます。

Part-2 タスク5. あなたならどう答えますか？

How would you use your own eyes if you had only three more days to see? What would you most want to see?

- (1) What three things would you choose from the list below? Order your preferences from 1 to 3 inside the [].
- (2) Share your answers with your classmates.

[] I would want to see my family.

[] I would want to see my pet.

[] I would want to see my best friend.

[] I would want to see my favorite star or singer.

- [] I would want to see my favorite gardens, mountains, seashores, or streets.
- [] I would want to see my favorite work of art, such as a painting or sculpture.
- [] I would want to see my favorite movie, (write the title here).
- [] I would want to read my favorite book, (write the title here).
- [] I would want to see (your own answer).

<Part 3>

I, naturally, should want most to see the things which have become dear to me through my years of darkness. You, too, would want to let your eyes rest long on the things that have become dear to you so that you could take the memory of them with you into the night that loomed before you....

- 5 I who am blind can give one hint to those who see---one admonition to those who would make full use of the gift of sight: Use your eyes as if tomorrow you would be stricken blind. And the same method can be applied to the other senses. Hear the music of voices, the song of a bird, the mighty strains of an orchestra, as if you would be stricken deaf tomorrow. Touch each object you want to touch as if tomorrow your tactile
10 sense would fail. Smell the perfume of flowers, taste with relish each morsel, as if tomorrow you could never smell and taste again. Make the most of every sense; glory in all the facets of pleasure and beauty which the world reveals to you through the several means of contact which Nature provides. But of all the sense, I am sure that sight must be the most delightful.

Part-3 タスク 1. 「トッパダウンで全体を概観しよう」

Q: この部分で、HelenはPart-2で自分に尋ねた問い(what I should most like to see if I were given the use of my eyes, say, for just three days)に答えています。その彼女の答をPart-3から探し出し、下記の波線部に書き写しましょう。

A: ~~~~~
~~~~~



Picture-5 A Pasture in England

### Part-3 タスク2.「ボトム・アップで正確に読もう: 語彙理解」

表の中の「説明」を読み、それに該当する語を本文中からさがして補おう。

| 行数 | 語（本文中から語句を補おう） | 説明                                                       |
|----|----------------|----------------------------------------------------------|
| 4  |                | (something unpleasant) is likely to happen soon          |
| 5  |                | a warning about someone's behavior                       |
| 6  |                | wish to                                                  |
| 7  |                | affected by a serious problems such as injury or illness |
| 8  |                | the sound of some music                                  |
| 9  |                | concerning the sense of touch                            |
| 10 |                | no longer work correctly                                 |
| 10 |                | great pleasure and satisfaction                          |
| 10 |                | a small amount of food                                   |
| 11 |                | get a lot of pleasure from                               |

### Part-3 タスク 3. 「ボトム・アップで正確に読もう:どの部分がどこを修飾しているかを見分けよう」

長い修飾語が文の途中で割り込んでくると、文の意味が取りにくくなります。そんな時は、修飾語がどこからどこまで続いているかをマークし、それがどの語句を修飾しているかを矢印で指し示すと、判り易くなります。英語は、まるで粘土細工を作るように、修飾語を次から次へと貼り重ねる傾向があるので、文を読みながら自分で「どんな?」「いつ?」「なぜ?」「何のために?」などと問いながら読んでいくと、意味が取り易くなります。次の図は、修飾語がどの語句を修飾しているかを図示したものです。それぞれの文を「どんな?」「いつ?」「なぜ?」「何のために?」と問ながら語順訳してみよう。

(1) I, naturally,/ should want most to see/ the things/

(どんな事物?) which have become dear to me through my years of darkness.

(2) You, too,/ would want/ to let your eyes rest long/ on the things/

(どんな事物?) that have become dear to you.

(何のために?) so that/ you could take the memory of them with you.!

(どこへ?) into the night.

(どのような?) that loomed before you.

(3) I can give one hint/

(どんな?) who am blind

to those

(どんな?) who see

## Part-3 タスク 4. 話の核心をキャッチしよう

このpartで、Helenは私たちに、「自然が与える美や喜びをフルに味わうために、天からの賜物である全ての感覚を最大限に働かせなさい」と忠告しています。その忠告をまとめたのが下記の表です。(1)(3)(4)(5)(6)(8)(9)に本文中から適語を補い完成させなさい。

| 全体を通した忠告                         | 具体的な忠告：<br>動詞「～しなさい」 | 目的語<br>「～を」                                                                                                                               |
|----------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Make the most of every (1)_____. | (2) See              | <ul style="list-style-type: none"> <li>● what has become (3)_____</li> </ul>                                                              |
|                                  | (4) _____            | <ul style="list-style-type: none"> <li>● the music of voices</li> <li>● (5)_____</li> <li>● the mighty strains of an orchestra</li> </ul> |
|                                  | (6) _____            | <ul style="list-style-type: none"> <li>● each object you want to touch</li> </ul>                                                         |
|                                  | (7) Smell            | <ul style="list-style-type: none"> <li>● (8)_____</li> </ul>                                                                              |
|                                  | (9)_____             | <ul style="list-style-type: none"> <li>● each morsel of flowers</li> </ul>                                                                |



**Picture-6**

Miss Anne Sullivan.

Helen's lifelong teacher

## Part-3 タスク 5. あなたはどの文章が好き？

これまで読んできたHelen Kellerの言葉の中で、あなたはどの言葉が最も好きですか？例にならって、あなたの一番好きな部分を選び、その理由を述べましょう。クラスみんなでシェアするから、頑張って書いてください。

| Names          | Favorite Part                                                                                              | Reason                                                                                                                                                                                                                               |
|----------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (e.g.) Takashi | “To me a lush carpet of pine needles or spongy grass is more welcome than the most luxurious Persian rug.” | This part reminds me of the woods in my home town In the woods there was a lovely, comfortable meadow. When I was a child I used to go there and played hide and seek with my friends. The meadow was like a gorgeous carpet for us. |

## 本課の頂上タスク . Helen の問いに答える手紙を書いてみよう

In her essay Helen is asking you **“how you would use your own eyes if you had only three more days to see. If with the oncoming darkness of the third night you knew that the sun would never rise for you again, how would you spend those three precious intervening days? What would you most want to let your gaze rest upon?”**

Write a letter to Helen, answering these questions of hers, in about 100 to 150 words. .

## 手紙の例

Dear Helen,

Hello, Helen. My name is --- --- and I am a high school student in Japan. In my English class I read your essay, and I was very impressed by it. In the essay you are asking me how I would like to spend my last three days if I were going blind. Here is my answer to your question.

## 引用情報

*Three Days to See* 本文 : *The Atlantic Monthly; January 1933; Three Days to See; Volume 151, No. 1; pages 35-42.*

‘Helen Keller Speaks Out’ ([http://www.youtube.com/watch?v=8ch\\_H8pt9M8](http://www.youtube.com/watch?v=8ch_H8pt9M8))